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ABSTRACT

The selection of professions that became part of the Continuing Professional Education Development Project, a joint research and development effort of The Pennsylvania State University and the Kellogg Foundation, is discussed. In addition to establishing collaboration between the university and the professions, the project sought to develop and implement practice-oriented continuing professional education programs through the application of the Practice Audit Model to six selected professions. The six professions are accounting, architecture, clinical dietetics, clinical psychology, medicine, and nursing. The selection process involved four stages: identification of the professions, acquiring detailed information about the current status and climate for continuing education within each profession, considering the likelihood that the profession and academic base would be able to maintain the programs and relationships developed in the project, and identifying the profession's and the academic base's commitment to the project. A flowchart of the practice Audit Model is included. Appendices include: a checklist of criteria for the professions, a list of criteria used in the selection of project professions, and a lists of responsibilities of team members. (SW)

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- To establish collaborative relationships between the University and the professions in order to strengthen the development and implementation of continuing professional education programs
- To develop and implement practice-oriented continuing professional education programs through the application of the Practice Audit Model to six selected professions
- To develop models of the University/profession collaborative relationship for continuing professional education which can lead to its institutionalization

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Establishing Foundations for University/Professional Association Collaboration: The Profession Selection Process

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PREFACE

Even before the July 1, 1980 starting date of the Continuing Professional Education Development Project arrived, Planning Studies in Continuing Education staff members had begun work to develop a system for identification of professions to be addressed by the project. Earlier surveys of professional practice requirements provided us with background information on a variety of professions, but it was immediately apparent that specific criteria were needed to focus the selection process.

The development of those criteria, the steps taken in the actual identification of the six project professions, and the initial steps that brought representatives of each profession together in a collaborative manner are the subject of this report.

The contributions of those individuals involved in this initial project effort must be acknowledged. Donald M. Davis, Carl A. Lindsay, Donna S. Queeney, and Wayne D. Smutz developed the criteria for selection of the project professions. They also were involved, along with William Toombs, in meeting with academic departments and professional associations to solicit their participation in the project.

> The needs of society require that every professionalizing occupation become better than it is, and at least part of the effort it must exert is the improvement of its patterns of lifelong learning.
>
> - Cyril O. Houle

Since professions do not exist in a vacuum but are part of a larger changing society, no perfect stage of development can be reached, Cyril O. Houle contends (Houle, 1980). Professions must be dynamic, keeping abreast of new knowledge and skills which are constantly replacing outmoded ideas and practices. Nor can professionals learn in their preprofessional education all the information, skills, and attitudes required for practice. Continuing or lifelong learning is critical to remaining competent in a constantly changing world and to meeting professional and societal expectations.

When the pace of change was relatively slow, practicing professionals were more readily able to maintain their professional competence based on the knowledge acquired in their initial professional training, but with today's knowledge explosion that no longer is the case. Changes, especially in science and technology, have made it increasingly difficult for them to keep abreast of developments in their areas of expertise, and public demand for accountability has increased.

Inadequacies or incompetence in practice, ignorance or a misguided or uninformed sense of ethics are not new public concerns. Houle maintains that although public opinion always has been actively or latently opposed to any special interest group, since the 1960s and the rise of consumerism, professions have been increasingly under siege. Public pressure has resulted in more legislative mandates, malpractice suits, agency regulations, and consumer organizations.

The major response of the professions to the issue of continued competence has been to emphasize continuing education. In some professions, this has resulted in mandatory continuing education as a condition for relicensure. The resulting expanded opportunities for continued learning since the 1960s have allowed ". . . some professionals to catch up, others to keep up, and some to get ahead," according to Lowenthal (1981). But there also have been problems, especially in the rush to mandatory continuing education, as practicing professionals have been offered an array of accredited courses. While practitioners have been able to select courses to meet their self-perceived needs, there has been an assumption that they are able to identify those needs accurately and that they will select courses that will be most beneficial to them. They may not, however, know their weaknesses and they may select courses for the wrong reasons, according to Shimberg (1976), with few methods available to evaluate what they have learned at the end of their course training.

Some early efforts were made to establish methods for identifying learning needs. In 1967, the American College of Physicians (ACP) recognized that physicians are not always aware of their own areas of weakness, therefore making it difficult to plan continuing education activities that would be most beneficial. Self assessment tests covering current knowledge and skills were designed by the ACP to provide practitioners with methods for measuring their needs in order to enhance their competence. Tests were prepared by experts using the best available information they could find. Practitioners also participated in a patient management problem, an undiagnosed case in which they were asked to evaluate the situation, diagnose what was wrong, and propose a course of treatment. The examinations were evaluated by experienced examiners, who varied in their analyses of performance.

Similar work related to identifying continuing education needs began at The Pennsylvania State University in the early 1970s. Specifically, a conceptual model systematically describing the process of defining and assessing the extent of knowledge obsolescence in a given professional group (physical education teachers) and the subsequent translating of defined educational needs into continuing professional education programs was developed in 1974 at The Pennsylvania State University by C. A. Lindsay, J. Morrison, and E. J. Kelley. In their study, "Professional Obsolescence: Implications for Continuing Professional Education," the model used was based on the following notions:

1. The body of knowledge that an up-to-date group of professionals should possess can reasonably be defined and sampled by having a panel of experts write a series of content test items in their areas of expertise.
2. The educational needs (extent of obsolescence) of a target group can be assessed by comparing its performance on the content items with certain established performance expectations or standards.
3. Needs defined by the content items can be used as the content base for educational program development.

This knowledge-based model was a forerunner to work that would continue at Penn State. In 1974, pharmacists in Pennsylvania began work to develop continuing professional education to help local practitioners adapt to changing emphases in the pharmacy profession. Continuing Education personnel from Penn State were contacted to assist with the development and operationalization of a continuing professional education plan. During this work with the pharmacy profession in the late 1970s, the performance-based Practice Audit Model (Smutz et al., 1981) was developed. This needs assessment/program

development model has been the framework for another effort, the Continuing Professional Education Development Project begun in 1980. A five year research and development project sponsored by The Pennsylvania State University and the W. K. Kellogg Foundation, it was designed to bring higher education and the professions together to develop practice-oriented continuing professional education programs. Selecting the professions that became part of the Continuing Professional Education Development Project is the subject of this paper.

University - Professional Collaboration

Houle has stressed the importance of interprofessional and intra-university collaboration as ways in which to enhance the development of continuing professional education programs through the exchange of information, research, and training programs. Taking these collaborative efforts one step further, the Continuing Professional Education Development Project has provided a framework for educators and practitioners to share their different perspectives in a collaborative way. It is expected that together they can address their common problems with unique solutions that neither could have produced independently.

In a national study of university-based continuing professional education efforts, Knox (1982) noted as a major issue the importance of strengthening the connection between continuing professional education and professional practice. Involving people in program development who have a commitment to the improvement of practice was a major ingredient. Using needs assessment procedures, learning activities, and program evaluation methods that are likely to encourage participants to use what they learn to improve their practice also were identified. The study suggested that by more effectively

using needs assessment and evaluation, and by increasing collaborative relationships between faculty members and professional associations, program development procedures could be strengthened.

Continuing Professional Education at Penn State

For several years The Pennsylvania State University has sought to identify continuing professional education needs and to develop appropriate programs for professional and occupational practitioners to meet those needs. As part of this ongoing effort, a study was conducted in 1974 by Planning Studies in Continuing Education to provide an overview of continuing education as a requirement for professional licensure to practice or for association membership. The study concentrated on thirteen professions and occupations (Nead, 1974).

Two years later, a Committee on Continuing Professional and Occupational Education was appointed by Floyd B. Fischer, then Penn State's vice president for Continuing Education. Committee members were asked to examine national trends, assess professional and occupational education at Penn State, and make recommendations regarding the future role of the University in the area of continuing professional education (Froke, 1977).

In the examination of national trends, the Committee found that continuing professional and occupational education was a dominant feature of continuing education programs. They also found that students' major motivation was a desire to improve their professional and occupational status, with the motivation coming either directly from the individuals themselves or through pressures being placed upon them by employers, government regulations, or professional associations.

More specifically, those national trends seemed to suggest changes in the way continuing professional education was being viewed and utilized. Employers, for example, appeared to be offering more educational benefits for employees, partly at their own initiatives and partly in response to the adoption of educational benefits in union-management negotiations. Another change was reflected in the increase in the number of professional organizations which had become purveyors of continuing education. The students themselves -- part-time adult students -- seemed to show a greater interest in specific patterns of course enrollment and long-term educational objectives than in somewhat random course selection.

They also found, as Houle has, that perhaps the most significant change in the role of professional and occupational continuing education evolved from outside pressures. With public officials and consumers having drawn attention to the issue of professional incompetence, continuing education was cited as a possible means of assuring competence of practicing professionals.

In view of these trends and Penn State's history of commitment to continuing professional and occupational education, the Committee recommended that the University retain professional and occupational education as its primary continuing education emphasis, and that the development of a central collection of information about professional and occupational regulations, based upon the earlier (1974) study, be made. Such a collection was developed by Planning Studies in 1980 with the publication of a report, Professional and Occupational Practice Requirements: A Continuing Professional Education Series (Queeney and Manz, 1980). Supplemental reports were issued in 1981 and 1982, with the primary objective being to present a comprehensive, up-to-date picture of the practice regulations for seventy-five professions and

occupations in Pennsylvania, focusing on the role of continuing professional education in the various credentialing processes.

Collaborative Relationships

The Committee also recommended as a high priority that the University establish collaborative relationships with other institutions of higher education, professional schools, and professional associations to enhance continuing professional education programs. Developing collaborative relationships between the University and the professions was an outgrowth of changes in national trends -- reflecting the dominance of continuing professional and occupational education in continuing education programs. For the professions, it was an acknowledgement of increasing demand for evidence of competence from consumers, and from regulatory and government agencies which had produced a groundswell of questions, skepticism, and challenges regarding the competence of professional practitioners from all fields. To the University, it was an explicit acknowledgement that universities alone do not possess all of the resources necessary to develop meaningful continuing professional education programs.

Planning Studies staff members developed a list of guidelines to identify the conditions necessary for such a collaborative relationship to evolve. The guidelines were:

1. The University and the professional organizations must share common goals.
2. There must be some factors that make the collaboration particularly attractive, offering the participants reciprocal benefits.
3. There must be sound objectives and a solid rationale for the collaborative effort.

4. Some type of formal agreement should be developed to provide stability to the relationship. This agreement should define the conditions of participation, outline responsibilities, and identify various resource commitments.

The University and professional associations seemed to share a common goal of maintaining practitioner competence, and a common need to provide more continuing professional education programs (Guideline 1). They both had unique perspectives to contribute to the development of continuing professional education programs, but inadequate resources to do it on their own (Guidelines 2 and 3). Collaboration, then, seemed to have a strong basis for success.

A first major effort toward collaboration took place in 1977 when, as mentioned earlier, Penn State joined the four schools of pharmacy in Pennsylvania to develop and deliver continuing professional education programs throughout the state (Smutz et al., 1981).

Continuing Professional Education Development Project

The experience gained through the pharmacists' project, the earlier studies on professional and occupational practice regulations, and Penn State's history of continuing professional education program development and implementation provided the basis for the Continuing Professional Education Development Project, a project specifically designed to bring professional associations and higher education together to develop practice oriented continuing professional education programs. Begun in July, 1980, it is being conducted at Penn State by Planning Studies in Continuing Education in conjunction with the Center for the Study of Higher Education. A ten-member

National Advisory Committee is actively involved in providing consultation to the project. A three-member Internal Advisory committee oversees the project.

The three major goals of this five-year project are:

1. To establish collaborative relationships between the University and the professions in order to strengthen the development and implementation of continuing professional education programs.
2. To develop and implement practice-oriented continuing professional education programs through the application of the Practice Audit Model to six selected professions.
3. To develop models of the University/profession collaborative relationship for continuing professional education which can lead to its institutionalization.

The six professions being addressed by the project are accounting, architecture, clinical dietetics, clinical psychology, medicine, and nursing. Work with each of these professions is being guided by the seven-phase Practice Audit Model, which provides a framework for identifying practitioners' educational needs and providing appropriate continuing professional education programs to meet those needs.

The Practice Audit Model specifies that, for each profession being addressed, the relevant state and national professional associations and the appropriate academic departments appoint representatives who come together in a profession team to pursue the model's needs assessment/program development process by working through the various phases of the model. Two members of the project staff also serve on each profession team.

In order to offer stability to the collaborative relationship (Guideline 4), both the professional organizations and appropriate academic departments participating in the project were requested to provide some specific

commitments and fulfill some specific responsibilities. The professional associations support their representatives' attendance at two profession team meetings each year, as well as their participation in approximately ten days of project work annually in the form of reviewing materials, participating in conference calls, and the like. Appropriate academic departments commit approximately 25 percent of their faculty representatives' time, for which project research support money is provided. The collaborative arrangement, therefore, involves commitments through their representatives of both the professional associations and the academic departments participating in the project.

Selecting the Project Professions

Selecting the appropriate professions to participate in this collaborative effort was the first step in the project. Some professional organizations already had begun to engage in activities to define competence through the development of role delineations or practice standards. Those professions were the first to be identified, and they generally seemed to see most clearly the link between the project's aims and their undertakings. Some professional organizations, interested in developing continuing professional education programs but lacking the available staff or funds, viewed collaboration as a means to do so.

To meet limitations imposed by both time and resources, the number of participating professions was limited to six. A set of selection criteria, based on the four guidelines, was developed to establish a process for choosing those six professions.

The Selection Process

The process, involving consideration of several issues, initially moved through four progressive stages, with each stage having its own criteria. The four stages included:

1. Identification -- In this stage, basic requirements were identified to reduce the total number of professions under consideration to a more manageable number for further exploration.
2. Exploration -- This stage focused on the acquisition of detailed information about the current status and climate for continuing education within each profession and the profession's academic base at Penn State in order to allow for careful judgment concerning the appropriateness of the profession for inclusion.
3. Institutionalization -- Criteria for this stage raised questions about the likelihood that the profession and the academic base would be able to maintain the programs and relationships developed in the project, once the project is completed.
4. Confirmation -- The final stage involved identifying the profession and the academic base's actual commitment to the project.

Two distinctions in criteria were part of each stage of the process.

- The first divided criteria into two categories: those relevant to the profession, and those relevant to the academic base.

- The second differentiated between those criteria essential for a profession's participation, and those supporting the selection of a profession for participation.

Essential defined those criteria that the profession and the academic base must meet in order to be considered for participation.

Supporting defined criteria considered beneficial in that they represented an important asset, but one not required for the

profession to be included. Supporting criteria were useful when a decision was to be made between two professions equally well qualified in terms of the essential criteria.

Once the criteria for profession selection were identified, they served as working guidelines to define the process to be used in identifying potential project professions and helped to narrow the field of candidates. The initial checklist of criteria for professions can be found in Appendix A.

In considering the total group of six professions to be selected, the National Advisory Committee emphasized the desirability of diversity. Committee members recommended selecting professions with a variety of organizational structures, representing different fields of practice, and offering continuing education approaches ranging from reliance on individual motivation to requirements for practice.

In addition, the committee suggested that the next stage, exploration, should emphasize a conceptual framework for the profession selection process, relating that framework specifically to the project's three major goals. From the long list of selection criteria, they offered these three as the major essential criteria:

1. The atmosphere for cooperation, or collaboration, with the professional association must exist.
2. The profession must have addressed the issue of or developed a role delineation or practice standards.
3. The profession must be addressed by a Pennsylvania State University-based academic program.

The committee further recommended that those three criteria be arranged under the three project goals to highlight their relationship and to provide a more integrated structure for profession selection (Appendix B). They noted that the goals provide direction for the project while the criteria help to

insure that the selection of professions is consistent with those goals. Thus, in each of the three sections of the reorganized "Criteria Used in the Selection of Project Professions," the first criterion listed was the one deemed most essential by the National Advisory Committee, with the other criteria serving to support the main criterion.

Using the three major criteria as their guide, project staff members went through a systematic profession selection process. They met with the deans of each of Penn State's colleges and then with appropriate department heads to identify the relevant pre-professional or professional programs offered at the University, to evaluate the climate or atmosphere for a specific profession's cooperation, and to receive the assistance and concurrence of those colleges and departments.

By early fall of the first year of the project, the selection process had narrowed the choices to eight professions under consideration, one yet to be considered, and four considered but tentatively deemed not feasible.

Final Profession Selection

At the November, 1980, National Advisory Committee meeting, project staff members presented a report on the eight professions still under consideration for inclusion, comparing them to the three major essential criteria of atmosphere for collaboration, practice standards, and a University-based academic program. Since the Kellogg Foundation had expressed a particular interest in medicine and allied health fields, special consideration was given to professions in those areas. The eight professions considered were accounting, architecture, clinical dietetics, clinical psychology, engineering, landscape architecture, medicine, and nursing.

Accounting. Project staff members reported that continuing professional education appeared to be particularly timely for the accounting profession since mandatory continuing education requirements recently had been instituted in Pennsylvania as well as in several other states. In addition, the profession had recognized some definition of practice standards for the past twenty years. In preliminary discussions with Penn State faculty members, project staff members found an interest in the project and a department with a strong academic base. National Advisory Committee members noted the strength of the national association's program and recommended that the project staff proceed to further investigate accounting and to include it as one of the project professions if no problems arose.

Architecture. Project staff members reported that Penn State had a strong program in architecture and a faculty that had excellent ties with the state and national professional and regulatory associations. Since architects had addressed the issue of role delineation and had expressed a strong interest in continuing education through their professional associations, the National Advisory Committee recommended that architecture be one of the first professions to be addressed.

Clinical Dietetics. When officials of the American Dietetic Association learned of the project, they initiated contact with the project staff and informally expressed interest in participating in the project. In addition, a role delineation study for clinical dietitians undertaken by the American Dietetic Association was nearly completed. Project staff members also reported that dietitians' participation in continuing education was promoted by the requirement of seventy-five hours of continuing education every five

years to maintain certification. With commitment to the project anticipated by faculty members in the College of Human Development, the National Adviory Committee suggested that dietetics be among the first professions to be further investigated and addressed.

Clinical Psychology. The Penn State Department of Psychology had approached the project staff and expressed an interest in being considered for inclusion in the project. Exploratory discussions with the state and national professional associations also had indicated that they were interested in and amenable to collaboration. While the climate for continuing education seemed good for clinical psychologists and Penn State has a strong academic program, a role delineation study being considered by the American Association of State Boards of Psychology had not yet been conducted. Committee members suggested that no immediate commitment should be made to clinical psychology, pending the profession's decision regarding a role delineation study.

Engineering. Project staff members reported that exploration in the field of engineering was still in its initial stages and that, at the recommendation of Penn State's dean of the College of Engineering, four disciplines were being investigated: electrical, industrial, nuclear, and architecural engineering. While some practice standards were being developed by the National Council of Engineering Examiners, it was the understanding of the project staff and committee members that these were core standards relevant to the whole of engineering and not limited specifically to any of the four disciplines. Committee members pointed out that there is pressure for engineers to keep up-to-date despite the fact that nationwide only approximately 25 percent of all engineers are licensed. Because of Penn

State's strong engineering academic program and its research on technical updating of engineers, committee members agreed that while there was not sufficient information on which to make a decision regarding engineering's inclusion, the project staff should continue its exploration.

Further investigation of the engineering profession by project staff members following the National Advisory Committee meeting led to the determination that the four engineering disciplines should not be considered for inclusion in the project at this time. Nuclear engineering, for example, was considered to be a field not sufficiently mature to be ready for this type of analysis; architectural engineering did not have a professional organization of its own; and the continuing education emphasis for both electrical and industrial engineering tended to be in the area of management and therefore not related closely enough to engineering education.

Landscape Architecture. Project staff members reported that this profession also initiated discussions with them, and the national association had expressed interest in role delineation. In addition, the faculty was interested in the project and had a strong program at Penn State. However, since there are only approximately 200 licensed practicing landscape architects within Pennsylvania and a correspondingly small number nationwide, committee members concluded that the critical mass required for this project did not exist within landscape architecture. They recommended, therefore, that the profession be removed from further consideration.

Medicine. The discussion of medicine as a profession for inclusion followed a pattern different from the others being considered because of a proposal from Penn State's Milton S. Hershey College of Medicine. The College

had suggested the use of the medical audit to assess physicians' needs. The proposal was described by project staff members and a brief summary of information gained on the medical audit was presented. After discussing the feasibility of using the medical audit within the context of this project, committee members recommended that it could be applied to the project in creative ways and suggested that further exploration be made by project staff members.

Nursing. Project staff members reported that the Pennsylvania Nurses Association had expressed a strong interest in the project, with interest also coming from Penn State's Department of Nursing. They noted that some practice standards for nursing were developed in 1973, but since they did not represent an empirical role delineation, it was determined that further exploration was necessary to learn what role delineation work had been done. The committee recommended that the studies of the National Joint Practice Committee on team functioning in health care be explored. Despite the broad spectrum of areas of nursing practice to be considered and noting that the question of the roles of associate degree, diploma, and baccalaureate degree nurses was being debated within the profession, the committee suggested that nursing was a profession worthy of further consideration and urged staff members to continue to explore the possibility of including it in the project.

The Six Project Professions

Project staff members continued their investigation of the six remaining professions, accounting, architecture, clinical dietetics, clinical psychology, medicine, and nursing. Three of these already had been recommended for inclusion by the National Advisory Committee. In response to the Committee's questions on the status of a role delineation study for clinical

psychologists, they found that the American Association of State Psychology Boards had contracted with the Educational Testing Service to conduct such a study. Project staff members also determined that the Practice Audit Model, as a generalized needs assessment/program development process, could encompass the medical audit in a Collaborative Medical Audit Model for Continuing Medical Education Program Development. And finally, they found that the nursing professional association representatives had identified potential areas of focus for the project within the broad field of nursing, making it a more manageable profession for inclusion. They also decided that by reviewing existing materials related to practice standards for the area of nursing selected for inclusion, information could be organized into a format to be used by the profession team in its adoption of practice standards for the project.

Following these investigations, the project staff developed a procedure and an outline for approaching professional associations. Discussions with these groups emphasized the essential criteria, and specifically addressed the issues of cooperation and practice standards. They then held a series of meetings with state and national associations representing the professions they thought best suited for the project.

It should be noted that this entire process was one of mutual selection; not only was the project staff seeking appropriate professions, but the professions were given ample opportunity to assess the benefits of project participation to them. The careful screening process employed by the project staff proved helpful; throughout the selection process, no academic department or professional association approached by the project staff declined to participate.

Organization and Development of Profession Teams

The identification of team representatives and their purposes, responsibilities, and contributions were carefully outlined to the academic departments and professional associations representing those professions and occupations considering and being considered for participation in the project. In order for the collaboration to be realized, Phase I of the Practice Audit Model called for the establishment of a profession team for each profession (Figure 1) to include representatives from the following groups:

- the relevant academic department
- the state professional association
- the national professional association
- other organizations, such as regulatory agencies, as deemed appropriate
- the project staff

The purpose of each profession team was to work, as a unit, through the seven stages of the Practice Audit Model. Referring back to Goal I of the Continuing Professional Education Development Project,

> To establish collaborative relationships between the University and the professions in order to strengthen the development and implementation of continuing professional education programs

the underlying rationale for the profession team concept was that optimum continuing professional education programs could be developed and implemented by bringing the unique abilities, skills, and perspectives of this representative group of team members to the project.

A general outline of the responsibilities of each segment of the profession team -- faculty members, professional association members, and project staff members -- was developed (Appendix C). Those reponsibilities were divided into three categories: major, joint, and supplementary.

Practice Audit Model

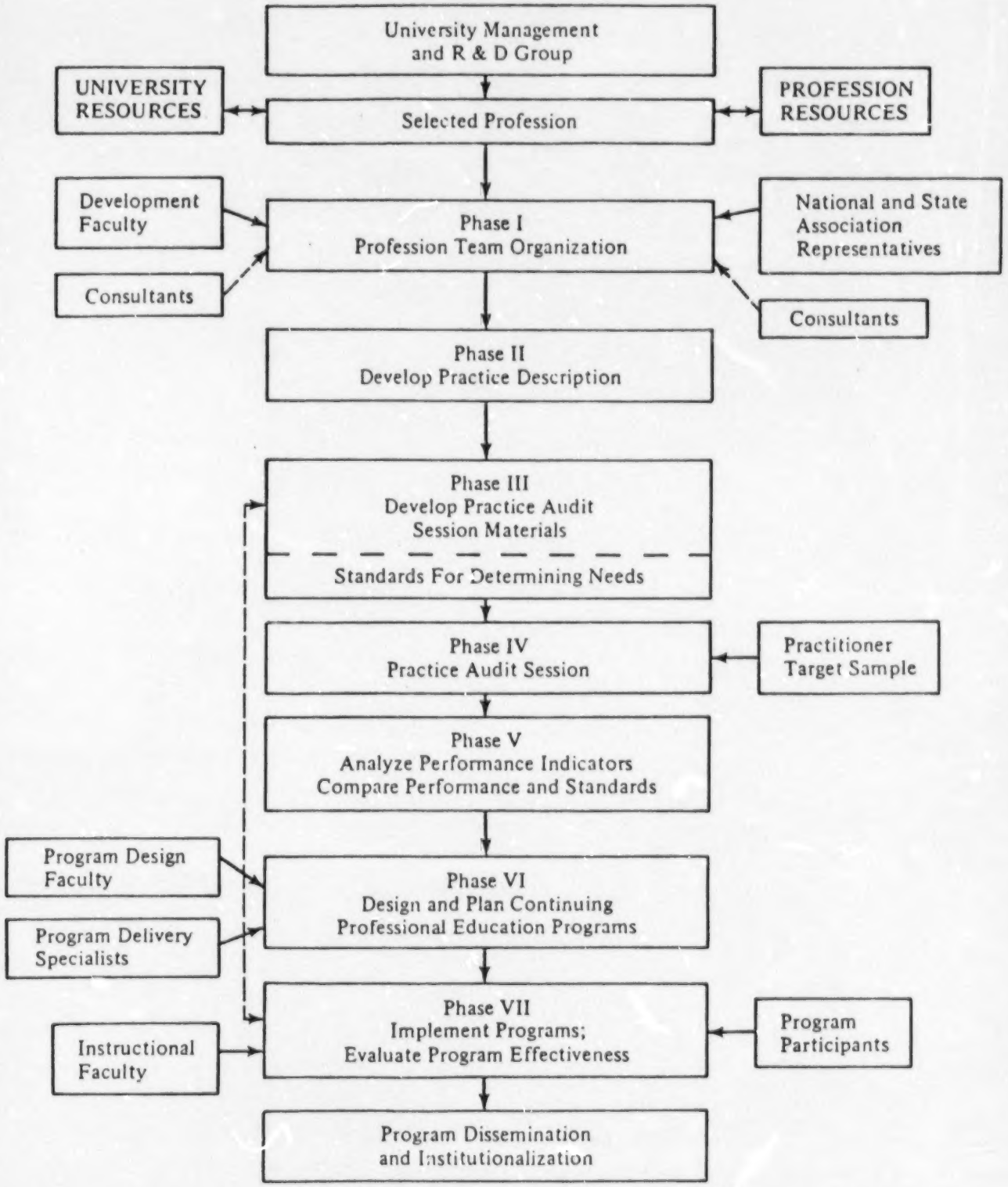

Figure 125

- Major responsibilities referred to those activities for which one segment of the profession team (e.g., faculty members) would be primarily responsible during the project.

- Joint responsibilities were identified as those activities to which one segment of the profession team would contribute equally with other segments.

- Supplementary responsibilities referred to those activities with which one segment of the profession team might assist but on which it ultimately would defer to the authority or expertise of another segment.

While it was recognized that the exact contributions offered by representatives from each of the various organizations might differ somewhat from profession to profession, and from this general outline, the outline was introduced as a means of offering structure and stability to the project.

Profession team meetings began in June, 1981. Because it was considered important that the teams operate by consensus and that project staff members not be perceived as leading or directing the teams, a group process consultant was employed to conduct each team's first meeting. Several teams continued to use this consultant through the project's first three years.

Profession team meetings are two and one-half days in length, and they are held twice yearly at Penn State's University Park Campus. Agendas for the meetings are prepared by the project staff, with other team members having an opportunity to add to or revise the agenda as they deem appropriate. Between meetings, individual team members prepare materials and carry out work as agreed upon during the meeting. Project staff members coordinate these tasks and handle the interchange and distribution of materials.

Summary and Implications

The Continuing Professional Education Development Project has built on the notion that the development of continuing professional programs can be enhanced through the collaboration of higher education and the professions working together to attain this common goal. This notion is based on the premise that both higher education and the professions have unique information, expertise, and perspective to contribute to such an effort. Higher education, the site of the development of much new knowledge within the professions, is able to provide up-to-date information and knowledge essential to avoiding obsolesence within a profession. Colleges and universities also have the information dissemination networks, the facilities, and understanding of learning styles, and the teaching expertise that are necessary for providing quality continuing professional education programs. Professional associations, on the other hand, represent the practitioners, the application of professional knowledge, skills, and information to the day-to-day practice of the profession. This orientation is of extreme importance to the development of programs that are to have an effect on practice.

Through the careful identification of professions that are in a state of readiness to pursue the goals of the Continuing Professional Education Development Project, it has been possible for the project to work toward meeting Dr. Houle's charge:

> The task for this generation is to move ahead as creatively as possible, amid all the distractions and complexities of practice, to aid professionals...constantly to refine their sensitiveness, enlarge their conceptions, add to their knowledge, and perfect their skills so that they can discharge their responsibilities within the context of their own personalities and the needs of the society of which they are collectively a part.

The profession team design has worked well and has been an effective vehicle for collaboration (Toombs, 1984). As the project has progressed, the

individual teams have increased in their ability to work together through the development of assessment materials and especially in sharing a sense of ownership toward the practice audit sessions. There has been an absence of "gamesmanship" for position as team members recognize and respect each other's areas of expertise. They have shown a strong commitment to the profession team idea and have worked toward consensus. The materials developed for the practice audit sessions have brought together a variety of professional viewpoints and have been developed to capture as much as possible the realities of a practice situation. Team members not only have stood behind the exercises as a "best effort" assessment but have identified them as a paradigm for continuing professional education programs.

Project effectiveness in meeting the goals of institutionalization and collaboration has been enhanced through the efforts of the six selected professions and their representatives on the profession teams. Team members have shown commitment to the project through their meeting attendence and their continued interest and involvement both at and between meetings. Positive attitudinal changes toward continuing professional education have occurred within the six University departments involved with the project and professional organization support has been demonstrated in several ways. In addition to commitment of time and resources, some professional organizations have sought and/or provided additional funding for the practice audit sessions. A project milestone, the first of the continuing professional education program offerings, will be held at the Pennsylvania Psychological Association meeting in June, 1984.

In addition to these achievements, some other, longer-term attainments can be recognized. Participating professionals have not only assessed practitioners; they have learned how to conduct assessments. Because of the

project's success with the profession team format, other ways to use the format are being considered. Exchange sessions between project professions are anticipated as a way in which profession teams can experience some cross-over learning by sharing experiences and common problems. Exchange between professions to plan, for example, interdisciplinary joint programs in health-related fields, is also under consideration. Guiding other professions through needs assessment and program development using the project's profession team concept is still another.

The manner in which the Continuing Professional Education Development Project is operating indicates that the criteria used in selecting the professions were indeed valid ones. The climate within the professions selected has been conducive to pursuit of the project goals. The readiness of the selected professions for this type of work; the cooperation of the participating academic departments, professional associations, and regulatory groups; and the commitment of profession team members have been key factors in the ability of the project to move ahead.

JM
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Appendix A

Checklist of Criteria for the Professions

CHECKLIST OF CRITERIA FOR PROFESSIONS

NAME OF PROFESSION: _____

DATE: _____

CRITERION	SATISFIED	Preliminary Evaluation NOT SATISFIED	FURTHER INFORMATION NEEDED	NOT YET ANSWERED
IDENTIFICATION				
PROFESSION CRITERIA				
1. Permission to practice	_____	_____	_____	_____
2. Recognition of competency	_____	_____	_____	_____
3. Higher education	_____	_____	_____	_____
UNIVERSITY CRITERIA				
1. Existing preprofessional or professional program	_____	_____	_____	_____
EXPLORATION				
PROFESSION CRITERIA				
1. Interest	_____	_____	_____	_____
2. Established profession	_____	_____	_____	_____
3. Coherent areas of practice	_____	_____	_____	_____
4. Continuing education climate	_____	_____	_____	_____
5. Representativeness	_____	_____	_____	_____
6. Membership communication network	_____	_____	_____	_____
7. Training, licensing, and credentialing network	_____	_____	_____	_____
8. POTENTIAL BENEFIT	_____	_____	_____	_____
9. Direct service to public	_____	_____	_____	_____
10. Practice standards	_____	_____	_____	_____

CRITERION	SATISFIED	Preliminary Evaluation: NOT SATISFIED	Preliminary Evaluation: FURTHER INFORMATION NEEDED	Preliminary Evaluation: NOT YET ANSWERED
UNIVERSITY CRITERIA				
1. Faculty expertise				
2. Academic base interest				
3. Faculty-profession ties				
INSTITUTIONALIZATION				
PROFESSION CRITERIA				
1. Stability				
2. Service demand				
3. Critical mass				
4. Practitioner interest in continuing education				
5. University collaboration in continuing education				
UNIVERSITY CRITERIA				
1. Continuing professional education mission				
2. CPE programs and service				
3. Recognition and multiple delivery systems				
CONFIRMATION				
PROFESSION CRITERIA				
1. Commitment				
2. Conditions of participation				
3. National Advisory Committee approval				
4. CE program promotion				

CRITERION	SATISFIED	Preliminary Evaluation: NOT SATISFIED	Preliminary Evaluation: FURTHER INFORMATION NEEDED	NOT YET ANSWERED
UNIVERSITY CRITERIA				
1. Demonstration of commitment	_____	_____	_____	_____
2. Agreement on issues	_____	_____	_____	_____

Appendix B

Criteria Used in the Selection of Project Professions

CRITERIA USED IN THE SELECTION OF PROJECT PROFESSIONS

At the suggestion of the National Advisory Committee the criteria for the selection of project professions have been reorganized to more pointedly reflect the conceptual directions of the project. Previously the criteria have served to define the processes utilized in identifying potential project professions and in helping to narrow the field of candidates. Thus, that document served as more of a working piece than as a conceptual model. The present document is intended to provide a conceptual framework for the profession selection process.

There are three primary directions involved in the professions project, each closely related to the others. These directions are contained in the project goals and consist of (1) the development and implementation of practice-oriented continuing professional education projects, (2) the establishing of collaborative relationships between the university and the professions for developing continuing professional education programs, and (3) the development of collaborative relationship models which can be generalized to other institutions and professions and institutionalized for continuous use. The criteria listed in this document are arranged under those three goals to highlight the relationships between goals and criteria and to provide an integrated structure. While the goals provide direction for the project, the criteria help to insure the selection of professions which will be consistent with those goals. In each of the three sections the first criterion listed is the one deemed most essential by the National Advisory Committee and the other criteria serve to support the main criterion.

CRITERIA USED IN THE SELECTION OF PROJECT PROFESSIONS

GOAL: TO ESTABLISH COLLABORATIVE RELATIONSHIPS BETWEEN THE UNIVERSITY AND THE PROFESSIONS IN ORDER TO STRENGTHEN THE DEVELOPMENT AND IMPLEMENTATION OF CONTINUING PROFESSIONAL EDUCATION PROGRAMS.

Atmosphere

An atmosphere conductive to cooperation between the University and professional associations must exist.

Professional Association Interest

Expression of interest by the professional association in a collaborative arrangement which leads to needs assessment and program development.

Academic Base Interest

Expression of interest in the project by dean, department head and/or faculty.

Faculty-Profession Ties

Faculty members are involved in or have some direct ties with the professional association(s).

Other Sources of Continuing Education

Willingness of the department to recognize that other agencies, such as professional associations, can take a major role in continuing education program development.

Conditions of Participation

The University department and the profession agree to the conditions for participation in the project.

Agreement on Issues

Faculty and professional association members generally agree about the nature of the problems or issues that confront the profession.

Representativeness

The professional association represents a major segment of practitioners.

Membership Communication Network

The professional association communicates effectively with practitioners via journals, newsletters, and/or conferences.

GOAL: TO DEVELOP AND IMPLEMENT PRACTICE-ORIENTED CONTINUING PROFESSIONAL EDUCATION PROGRAMS THROUGH THE APPLICATION OF THE PRACTICE AUDIT MODEL.

Practice Standards

The profession can give concrete evidence that it has systematically developed standards of practice or is in the process of doing so.

Defined Areas of Practice

There is a defined scope of practice represented in a core body of knowledge.

Amenability

The profession is amenable to the procedures required to employ the Practice Audit Model.

Continuing Learning Climate

The profession recognizes the need for continued learning.

Potential Benefit

The profession can benefit from the project as a result of its present development in terms of practice standards and continuing education.

Recognition of Competency

Professional organization(s) or association(s) certify or formally recognize the attainment of levels of proficiency by an individual in the profession.

Training, Licensing, and Credentialing

Closely aligned organizations and boards at the state and national level exist to set standards for preprofessional, professional, and continuing professional education.

Practitioner Interest in Continuing Education

Practitioners have expressed an interest in or are willing to participate in continuing education programs.

Recognition of Multiple Delivery Systems

The department recognizes the potential value of multiple forms of instructional delivery mechanisms as part of a system of making needed information accessible.

GOAL: TO DEVELOP MODELS OF THE UNIVERSITY/PROFESSION COLLABORATIVE RELATIONSHIP FOR CONTINUING PROFESSIONAL EDUCATION WHICH CAN LEAD TO INSTITUTIONALIZATION.

Existing Preprofessional or Professional Program

The University has a preprofessional or professional program in the field of study required by the profession and the professional association has a division or committee which deals with issues in professional education relevant to the profession.

Continuing Professional Education Mission

The department is willing to define and operationalize continuing professional education as one of its basic missions.

Continuing Professional Education Programs and Service

The department currently provides continuing education services to or programs for the profession.

Higher Education

Higher learning is generally necessary for practice of the profession.

Faculty Expertise

The institution has appropriate faculty expertise to serve as an academic base for the profession.

University Collaboration in Continuing Education

The profession is amenable to present or future university collaboration in its continuing education program development.

Continuing Education Program Promotion

The profession is willing to actively promote continuing education programs which are subsequently developed.

Demonstration of Commitment

The academic department and the profession demonstrate their commitment to the project.

Continued Use of Models

The academic department and the profession express a willingness to continue using the models developed in the project (operationalization) to assist practitioners in remaining current with changes in the profession, thus institutionalizing the process.

Stability

The profession is stable, capable of orderly change, and/or has reached a consensus on needed change in the profession.

Critical Mass

The profession has sufficient numbers of practitioners to make the development of continuing professional education programs feasible.

Appendix C

Profession Team Members' Responsibilities

Academic Department Representatives' Responsibilities

Major

Represent higher education's viewpoint in defining the scope of the profession

Develop performance assessment instruments -- new instruments or recasting of currently used ones

Assess selected group of practitioners in assessment workshop

Analyze results of assessment workshop

Develop relevant educational programs -- could be completely new programs and/or recasting of currently available ones

Evalute programs

Joint

Participate in validating, for project purposes, the adequacy of available professional role delineation studies for developing practice standard statements

Participate in sampling responsibilities and tasks from practice standards for performance assessment purposes

Participate in evaluating results of the assessment center for practitioners in order to develop continuing education programs

Participate in determination of appropriate means to evaluate programs

Contribute to discussion of when and how consultants will be used

Supplementary

Assist in the development of promotion and delivery of educational programs

Assist in the delivery of programs

Assist in determination of how to institutionalize

Assist in broad dissemination of programs

Professional Association Representatives' Responsibilities

Major

Represent professional association's viewpoint in defining the scope of practice

Provide a national and state-wide perspective for the project goals and activities

Aid in the development and maintenance of contacts with significant professional networks

Critique and react to project plans, procedures, and processes

Identify the target group of practitioners to be sampled and assessed

Joint

Participate in validating, for project purposes, the adequacy of available professional role delineation studies for developing practice standard statements

Participate in sampling responsibilities and tasks from practice standards for performance assessment purposes

Participate in evaluating results of the assessment center for practitioners in order to develop continuing education programs

Contribute to the determination of whether consultants should be used, when they should be used, and who they should be

Participate in developing plans for promoting and conducting professional development programs and for securing participation of practitioners

Participate in developing plans and procedures for evaluating professional development programs

Supplementary

Assist in developing assessment procedures and methods

Assist in assessment of practitioners

Assist in development of programs

Assist in delivery of programs

Assist in developing program evaluation procedures and instruments

Assist in developing plans for institutionalizing collaborative relationship

Assist with plans for and participate in project research and dissemination activities

Project Staff Members' Responsibilities

Major

Represent the viewpoints of continuing education professionals in the determination of what is needed in continuing professional education programs

Provide for initial organization of profession team

Provide information on project background, goals, the Practice Audit Model, and conduct of profession team meetings

Act as liaison and mediators between profession association representatives and academic department representatives

Be responsible for the transfer of knowledge and information gained from earlier formed profession teams to later formed ones; maintain sense of continuity

Organize assessment workshop

Assume responsibility with appropriate professional association and University representatives for program implementation

Lay ground work for institutionalization -- identify what is needed, meet with University and professional association officials to obtain viewpoints, draw up agreements

Be responsible for final program distribution after programs are completed

Joint

Participate in validating, for project purposes, the adequacy of available professional role delineation studies for developing practice standard statements

Participate in sampling responsibilities and tasks from practice standards for performance assessment purposes

Participate in evaluating results of the assessment center for practitioners in order to develop continuing education programs

Participate in determination of appropriate means to evaluate programs

Contribute to discussion of when and how consultants will be used

Supplementary

Assist in development of assessment instruments

Assist in assessment process

Assist in analysis of results of assessment workshop

Assist in development of educational programs

Assist in development of promotion and delivery of educational programs

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Project Reports Available

The Practice Audit Model: A Process for Continuing Professional Education Needs Assessment and Program Development, March, 1981 ($5.00).

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Working Papers Available

A Model and Process for University/Professional Association Collaboration, June, 1981 ($5.00).

The Medical Audit: Implications for Continuing Medical Education, August, 1981 ($5.00).

Project Reports and Working Papers may be ordered from Commonwealth Educational System Stores, 9 J. Orvis Keller Building, The Pennsylvania State University, University Park, PA 16802. Prices include postage and handling. Checks should be payable to The Pennsylvania State University.

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